DOCUMENT RESUME

ED 333 910 JC 910 278

AUTHOR Kappner, Augusta Souza
TITLE The Role of Leadership in Planning and Implementing Diversity.
PUB DATE 15 Apr 91
NOTE 28p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (71st, Kansas City, MO, April 13-16, 1991).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Role; *Affirmative Action; *Change Strategies; Community Colleges; Cross Cultural Training; *Equal Education; *Equal Opportunities (Jobs); Faculty Development; Faculty Integration; Leadership; *Minority Groups; Minority Group Teachers; Remedial Programs; Seminars; Staff Development; Two Year Colleges; Two Year College Students; Workshops
IDENTIFIERS *City University of New York; Diversity (Student)

ABSTRACT

As institutions enrolling a disproportionate number of the minority students attending colleges and universities nationwide, community colleges have a considerable responsibility to develop policies that will support diversity and serve as models for the rest of higher education. At Borough of Manhattan Community College (BMCC), the student population is 52% Black and 30% Hispanic, while only 25% of the faculty are minority group members. In 1988, following a systemwide administrative retreat, an ad hoc committee of City University of New York presidents formed and developed a statement on diversity which was reviewed and passed by the trustees. In response to that statement, BMCC undertook efforts to recruit more bilingual counselors; infuse diversity issues into the freshman orientation curriculum; increase community outreach efforts; expand the affirmative action committee; initiate special programs and workshops in cross-cultural understanding and inter-group dynamics for faculty and staff; implement a pre-freshman basic skills program; develop a mentoring program for Black students; and create a special seminar to assist women and minority faculty in completing their doctoral dissertations. Outcomes of the initiatives included the following: (1) five faculty completed doctoral dissertations; (2) student retention increased by 6% since the implementation of a pre-freshman basic skills course; (3) 223 faculty, staff, and students participated in multi-cultural awareness workshops; and (4) of 11 new faculty hires in 1990, 8 were minorities and 7 were women. A copy of the presidents' diversity statement is attached. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BMCC
BOROUGH OF MANHATTAN COMMUNITY COLLEGE THE CITY UNIVERSITY OF NEW YORK 199 CHAMBERS STREET, NEW YORK NY 10007

Office of the President (212) 618-1600

ED333910

REMARKS BY

DR. AUGUSTA SOUZA KAPPNER, PRESIDENT

BOROUGH OF MANHATTAN COMMUNITY COLLEGE/CUNY

ON

"THE ROLE OF LEADERSHIP IN

PLANNING AND IMPLEMENTING DIVERSITY"

AT THE

71ST ANNUAL AACJC CONVENTION

MONDAY, APRIL 15, 1991

2:15 - 3:30 PM

Forum #24

Convention Center, Room 214-S

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. S. Kappner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC910278

BEST COPY AVAILABLE

THERE IS NO DENYING THE COMING OF DIVERSITY. WHAT REMAINS TO BE SEEN IS WHAT ROLE PRESIDENTS AND OTHERS RESPONSIBLE FOR THE EDUCATIONAL ENVIRONMENT WILL TAKE IN PLANNING FOR DIVERSITY AND IN SHAPING THEIR INSTITUTION'S RESPONSE TO DIVERSITY.

.BY 1997 BLACKS, HISPANICS, AND OTHER MINORITIES WILL BE MORE THAN 25 PERCENT OF THE U.S. POPULATION.

.BY THE YEAR 2000, 80 PERCENT OF THE NEW ENTRANTS INTO THE WORK FORCE WILL BE MINORITIES, WOMEN, OR IMMIGRANTS.

.BY SOMETIME IN THE 21st CENTURY, WHITES WILL BECOME A MINORITY POPULATION IN THE UNITED STATES (THE HUDSON INSTITUTE, INC., 1987).

DEMOGRAPHIC SHIFTS OF THIS MAGNITUDE DEMAND OUR ATTENTION. FOUR-YEAR COLLEGES AND UNIVERSITIES ARE COPING WITH DIVERSITY BY ADDING COURSES ON RACE, ETHNICITY, AND GENDER. BOWLING GREEN STATE UNIVERSITY'S FACULTY, FOR EXAMPLE, ARE CONSIDERING MAKING "CULTURAL DIVERSITY IN THE UNITED STATES" A COURSE REQUIREMENT FOR ALL UNDERGRADUATES.

HAVERFORD COLLEGE STUDENTS WILL BE REQUIRED TO TAKE ONE OF SEVERAL COURSES THAT ANALYZE PREJUDICE AND DISCRIMINATION THROUGH DISCIPLINES RANGING FROM HISTORY TO LITERATURE. AT THE UNIVERSITY OF VERMONT, STUDENTS IN FOUR OF THE UNIVERSITY'S EIGHT UNDERGRADUATE COLLEGES ARE REQUIRED TO TAKE A FIVE-WEEK COURSE CALLED "RACE AND CULTURE." THE DECISION OF STANFORD UNIVERSITY TO REPLACE ITS WESTERN CULTURE PROGRAM WITH A NEW AND INCLUSIVE PROGRAM ON "CULTURES, IDEAS, VALUES," TO COMPLEMENT THE EXISTING CURRICULUM ON EUROPEAN CULTURE, GENERATED INSTANT AND WELL-PUBLICIZED CONTROVERSY.

AS THESE FOUR-YEAR COLLEGE EFFORTS GO FORWARD, WE AT THE COMMUNITY COLLEGES KNOW THAT 43 PERCENT OF ALL BLACK STUDENTS IN HIGHER EDUCATION ARE ENROLLED IN THE NATION'S COMMUNITY COLLEGES, AS ARE 55 PERCENT OF THE NATION'S HISPANIC STUDENTS, 41 PERCENT OF ALL ASIAN STUDENTS, AND 57 PERCENT OF ALL NATIVE AMERICAN STUDENTS. OUR COMMUNITY COLLEGES PROVIDE A QUICK SNAPSHOT OF THE NATION'S CHANGING DEMOGRAPHICS AND A SENSITIVE BAROMETER OF COMING CHANGES IN THE NATION'S WORK FORCE. AS THE SECTOR OF HIGHER EDUCATION MOST CLOSELY RELATED TO BOTH THE NATIONAL WORK FORCE AND LOCAL COMMUNITIES, WE AT THE COMMUNITY COLLEGES HAVE AN EVEN GREATER RESPONSIBILITY TO DEVELOP POLICY APPROACHES AND PRACTICAL PROJECTS THAT WILL SUPPORT DIVERSITY AND SERVE AS MODELS FOR THE REST OF THE HIGHER EDUCATION COMMUNITY.

PLANNING FOR SUCH AN ENVIRONMENT MUST INVOLVE INITIATIVES IN THE AREAS OF:

A) POLICY

B) CURRICULUM, FACULTY AND STAFF DEVELOPMENT AND REWARDS

C) CO-CURRICULAR PROGRAMS AND ACTIVITIES

D) STUDENT SUPPORT SERVICES, INCLUDING FINANCIAL AID

E) COMMUNITY OUTREACH AND RELATIONS

KEY PARTICIPANTS MUST INCLUDE THE SENIOR ADMINISTRATORS WITH RESPONSIBILITY FOR CURRICULUM AND INSTRUCTION, FACULTY DEVELOPMENT, STAFF RECRUITMENT, DEVELOPMENT AND COMMUNITY RELATIONS, STUDENT SERVICES, AFFIRMATIVE ACTION, ADMISSIONS AND OUTREACH. ALL PARTICIPANTS MUST BE CONSTANTLY THINKING THROUGH THE MECHANISMS THAT WILL ASSIST IN THE INSTITUTIONALIZATION OF THE COLLEGE'S EFFORTS. TRUSTEES SHOULD MONITOR THE PROGRESS ON GOALS. EACH OF THESE ACTORS AND CONSTITUENCIES HAVE A ROLE TO PLAY, ESPECIALLY IF DIVERSITY IS TO BE VIEWED BROADLY AS AN OPPORTUNITY, RATHER THAN NARROWLY, AS A THREAT.

THERE ARE MANY THINGS A PRESIDENT CAN AND SHOULD DO TO PROMOTE AN EDUCATIONAL ENVIRONMENT IN WHICH CULTURAL PLURALISM IS RESPECTED AND PROMOTED. THERE ARE ALSO LOTS OF THINGS A PRESIDENT CAN'T AND SHOULD NOT DO WITHOUT CLEAR TRUSTEE POLICY.

AS THE PERSON ULTIMATELY RESPONSIBLE FOR THE FUNCTIONING OF THE INSTITUTION, THE PRESIDENT MUST ACCEPT RESPONSIBILITY FOR WHAT HAPPENS OR DOES NOT HAPPEN TO CREATE AN EFFECTIVE CULTURALLY DIVERSE EDUCATIONAL ENVIRONMENT. WHILE THE PRESIDENT CANNOT SINGLE-HANDEDLY CREATE SUCH AN ENVIRONMENT, HE OR SHE WILL CERTAINLY BE BLAMED OR LAUDED FOR THE OUTCOMES, SO IT BEHOOVES THE PRESIDENT TO TAKE A CLEAR LEADERSHIP ROLE IN THIS AREA.

THE PRESIDENT'S ROLE MUST BE PROACTIVE, MUST SET A MODEL, MUST MODEL EXPECTATIONS, MUST SET GOALS AND PROVIDE RESOURCES, MUST CREATE TONE, AND MUST BE REACTIVE WHEN APPROPRIATE, USING SANCTIONS OR VETO POWER WHEN ACTIONS ARE NOT IN ACCORD WITH THE TRUSTEES AND INSTITUTION'S GOALS. THE PRESIDENT MUST DECIDE WHICH TASKS ARE TO BE ASSIGNED TO INDIVIDUALS WHO REPORT DIRECTLY TO THE PRESIDENT, AND WHAT MECHANISMS ARE TO BE PUT IN PLACE FOR ACCOUNTABILITY ON THESE AND OTHER TASKS RELATED TO THE INSTITUTION'S COMMITMENT.

THE TRUSTEES MUST NOT USURP THESE MANAGEMENT FUNCTIONS BUT MUST KNOW WHAT QUESTIONS TO ASK, WHAT KINDS OF POLICIES MAKE SENSE FOR THEIR PARTICULAR COLLEGE, AND HOW TO DETERMINE WHETHER PROGRESS IS BEING MADE ON GOALS.

WE AT BOROUGH OF MANHATTAN COMMUNITY COLLEGE ARE AN URBAN COMMUNITY COLLEGE LOCATED IN THE DOWNTOWN LOWER MANHATTAN AREA OF NEW YORK CITY. WE HAVE A STUDENT POPULATION OF 15,000 IN CREDIT DEGREE PROGRAMS (10,800 FTES) AND ANOTHER 8,000 IN NON-CREDIT ADULT AND CONTINUING EDUCATION BOTH ON AND OFF CAMPUS. OUR STUDENT POPULATION IS CURRENTLY ABOUT 52 PERCENT BLACK, 30 PERCENT HISPANIC, 8 PERCENT ASIAN-AMERICAN, AND 10 PERCENT OTHER GROUPS. APPROXIMATELY TWO-THIRDS OF OUR STUDENTS ARE WOMEN, AND MANY ARE SINGLE PARENTS. ALMOST HALF OF OUR STUDENTS ATTEND PART-TIME. OUR BLACK STUDENTS ARE FROM MANY DIFFERENT PLACES, WITH A LARGE NUMBER FROM CARIBBEAN COUNTRIES. OUR HISPANIC POPULATION IS VARIED BUT PREDOMINANTLY PUERTO RICAN AND DOMINICAN. OUR ASIAN STUDENTS ARE MOSTLY CHINESE AND SOME KOREANS. OUR TEACHING FACULTY ON THE OTHER HAND IS ONLY ABOUT ONE-THIRD MINORITY. MANY OF OUR FACULTY HAVE BEEN WITH THE COLLEGE FOR A LONG TIME, THE COLLEGE HAVING JUST CELEBRATED ITS 25th ANNIVERSARY.

BEYOND OUR CAMPUS, WE ARE A PART OF AN OPEN ADMISSIONS URBAN UNIVERSITY WHICH HAS ALMOST 200,000 STUDENTS. A REVIEW OF THE FACULTY AND STUDENT DATA UNIVERSITY-WIDE WOULD REVEAL GREAT DIFFERENCES IN FACULTY COMPOSITION AND STUDENT COMPOSITION, WITH BMCC BEING ON THE HIGH END, BOTH IN TERMS OF NUMBER OF BLACK/HISPANIC AND ASIAN STUDENTS, AND ESPECIALLY IN TERMS OF THE NUMBER OF MINORITIES ON THE TEACHING FACULTY. WE ARE A SYSTEM IN WHICH "MINORITY" STUDENTS ARE RAPIDLY BECOMING THE MAJORITY. WE ARE A SYSTEM IN WHICH THERE IS A VERY LARGE DIFFERENCE BETWEEN THE ETHNIC COMPOSITION OF THE STUDENT BODY AND THE ETHNIC COMPOSITION OF THE FACULTY AND ADMINISTRATION. THIS HAS BEEN A SOURCE OF INCREASING TENSION OVER THE LAST SEVERAL YEARS AS YOU MIGHT WELL IMAGINE.

ALTHOUGH WE ARE AN OPEN ADMISSIONS SYSTEM, PRIOR TO 1988 WE DID NOT HAVE A SYSTEM-WIDE APPROACH FOR MONITORING OF EFFORTS TO STRENGTHEN DIVERSITY, EXCEPT THROUGH THE MONITORING OF AFFIRMATIVE ACTION GOALS WHICH WERE FOCUSSED ON NEW HIRES, AND WHICH BECAUSE THESE GOALS ARE BASED ON BROAD AVAILABILITY POOLS, WERE SOMETIMES QUITE LOW LEVEL FOR THE REALITIES OF A CITY LIKE NEW YORK AND A SYSTEM LIKE OUR OWN.

THIS WAS OF CONSIDERABLE CONCERN TO A NUMBER OF PRESIDENTS AND TRUSTEES, PARTICULARLY THOSE OF US WHOSE CAMPUSES MOST REFLECTED THE CHANGING DEMOGRAPHICS OF NEW YORK CITY. IN SPRING OF 1988, DR. BERNARD HARLESTON, PRESIDENT OF THE CITY COLLEGE OF NEW YORK, ONE OF OUR FOUR-YEAR COLLEGES, TOOK A LEADERSHIP ROLE, PREPARED A PAPER ON PLURALISM AND PRESENTED IT, IN THE CONTEXT OF A TWO-DAY RETREAT, TO THE TRUSTEES OF THE UNIVERSITY. THIS LED TO SOME LIVELY DISCUSSION, AND MORE IMPORTANTLY TO THE AUTHORIZATION OF AN AD HOC COMMITTEE OF PRESIDENTS TO DEVELOP A STATEMENT FOR THE TRUSTEES' REVIEW. THE COMMITTEE, CONSISTING OF SIX PRESIDENTS (INCLUDING MYSELF) AND ONE CENTRAL OFFICE VICE CHANCELLOR, MET FOR ABOUT SIX MONTHS TO HAMMER OUT WHAT WE THOUGHT WE WERE TALKING ABOUT. THERE WAS MUCH DISCUSSION ABOUT THE USE OF THE WORDS RACISM AND PLURALISM -- AND WE SET OUT TO SEE WHAT WE COULD DEVELOP AS A POTENTIAL POLICY STATEMENT FOR THE SYSTEM. WE, OF COURSE, RELIED HEAVILY ON IDEAS AND PLANS THAT WE WERE ALREADY TESTING OUT ON OUR CAMPUSES, OR THAT WE WOULD LIKE TO HAVE SUPPORT FOR. AS PRESIDENTS, WE WERE VERY AWARE OF THE SUPPORT WE NEEDED FROM THE TRUSTEE LEVEL. AT THE END OF THE SIX MONTHS WE PRODUCED THE PROVERBIAL COMMITTEE "CAMEL" THAT WE THOUGHT EVERYONE COULD LIVE WITH. IT WAS PASSED BY OUR TRUSTEES A FEW MONTHS LATER. AS YOU CAN SEE IT IS A BROAD DOCUMENT WHICH TOUCHES ON MANY DIFFERENT ASPECTS OF INSTITUTIONAL LIFE. (HANDOUTS)

KEY TO THIS EFFORT HAS BEEN THE DEVELOPMENT OF CAMPUS-BASED PLANS WHICH GO MUCH BEYOND THE USUAL AFFIRMATIVE ACTION GOALS TO SPECIFY WHAT EFFORTS WILL BE UNDERTAKEN TO:

1) DIVERSIFY FACULTY AND STAFF

2) PREPARE FACULTY AND STAFF TO WORK WITH AN INCREASINGLY DIVERSE STUDENT POPULATION - AND ULTIMATELY A MORE DIVERSE FACULTY AND STAFF

3) TO INSURE THAT MINORITY STUDENTS ARE BEING AFFORDED REAL OPPORTUNITIES TO ACHIEVE SUCCESS IN EVERY AREA OF STUDY. AT BMCC ACCOMPLISHING THIS GOAL NECESSITATED A HARD LOOK AT OUR RETENTION RATES AND THE MOBILIZATION OF FACULTY, COUNSELORS AND ADMINISTRATORS TO FOCUS ON IMPROVING RETENTION OF OUR STUDENTS. <u>FOR US AT BMCC FACULTY DEVELOPMENT AND IMPROVING MINORITY STUDENT RETENTION BECAME INTEGRAL PARTS OF ACHIEVING SYSTEM-WIDE GOALS FOR STRENGTHENING DIVERSITY</u>.

KEY ALSO TO THE EFFORT HAS BEEN THE LODGING OF RESPONSIBILITY AT THE LEVEL OF THE PRESIDENTS, THROUGH TRUSTEE POLICY RATHER THAN JUST, FOR EXAMPLE, WITH THE AFFIRMATIVE ACTION OFFICER.

SUBSEQUENT TO THIS NEW POLICY, MANY COLLEGES IN OUR SYSTEM CONTINUED THE AFFIRMATIVE ACTION OFFICER APPROACH BY APPOINTING A COORDINATOR FOR THIS NEW BROADER AREA. WE AT BMCC DECIDED TO LET THE RESPONSIBILITY REST AT THE LEVEL OF ALL SENIOR ADMINISTRATORS (THE CABINET) WITH GOALS FOR EACH AREA DEVELOPED AND MONITORED THROUGH THE PRESIDENT AND THE RESPECTIVE DEANS - GOALS WHICH COULD BE MADE A PART OF THE FORMAL EVALUATION PROCESS.

IN THE ACADEMIC AREA FOR EXAMPLE, ONE OF THE GENERAL GOALS WAS THAT:

* THE OFFICE OF THE DEAN OF ACADEMIC AFFAIRS WOULD SPONSOR AND ENCOURAGE FACULTY DEVELOPMENT OPPORTUNITIES TO STRENGTHEN THE SKILLS AND KNOWLEDGE OF THE BMCC FACULTY, AND SUPPORT LEADERSHIP DEVELOPMENT OF A DIVERSE FACULTY. **(STEVE, FEEL FREE TO REPHRASE THIS ONE IF YOU WISH.)**

THIS LED TO A NUMBER OF FACULTY DEVELOPMENT EFFORTS. A SECOND EXAMPLE FROM THE ACADEMIC AREA WAS THAT:

* THE OFFICE OF THE DEAN OF ACADEMIC AFFAIRS WOULD SEEK TO ENCOURAGE GREATER FACULTY PARTICIPATION AND CURRICULAR INVOLVEMENT IN OUR HISTORY AND HERITAGE MONTHS. AT BMCC WE HAVE PLACED A GREAT DEAL OF EMPHASIS ON ITALIAN-AMERICAN HERITAGE MONTH, HISPANIC HERITAGE MONTH, AFRICAN-AMERICAN HISTORY MONTH, WOMEN'S HISTORY MONTH AND MORE RECENTLY ASIAN HERITAGE MONTH. WE HAVE USED THESE MONTHS TO LAUNCH A VARIETY OF CO-CURRICULAR ACTIVITIES. ONE OF OUR GOALS IS FOR THE FACULTY TO USE THESE ACTIVITIES IN A MORE CURRICULAR WAY. SO ONE OF THE MEASURES OF SUCCESS FOR THESE EVENTS FOR US IS THE DEGREE OF FACULTY AND STUDENT PARTICIPATION AND FOLLOW-UP. WHEN FOR EXAMPLE, WE SEE A VOLUME PRODUCED BY A WRITING CLASS FOR WOMEN'S HISTORY MONTH OR ASIAN HERITAGE MONTH WE KNOW THAT OUR EFFORTS ARE BEING SUCCESSFULL. THESE EVENTS ARE SPONSORED DIRECTLY THROUGH THE PRESIDENT'S OFFICE, PLANNED BY COMMITTEES OF FACULTY, STAFF AND STUDENTS, AND SUPPORTED THROUGH FUNDS MADE AVAILABLE BY THE PRESIDENT FROM AUXILIARY ENTERPRISES AND SOMETIMES MATCHED BY THE STUDENT GOVERNMENT ASSOCIATION.

IN THE STUDENT LIFE AREA, GOALS ARE OF COURSE, MORE STUDENT RELATED. THE COMPOSITION OF OUR COUNSELING STAFF, FOR EXAMPLE, DOES NOT YET SUFFICIENTLY ADDRESS OUR NEED FOR COUNSELORS WHO ARE BILINGUAL IN SPANISH/ENGLISH AND CHINESE/ENGLISH, OR FRENCH CREOLE/ENGLISH.

* THUS, A GOAL FOR THE DEPARTMENT WAS AS OPENINGS OCCUR, TO RECRUIT ADDITIONAL MULTI-LINGUAL COUNSELING STAFF.

* AT BMCC, WE HAVE A MANDATORY FRESHMAN ORIENTATION COURSE IN WHICH STUDENTS ARE INTRODUCED TO STUDY SKILLS, AND EXPOSED TO THE DEMANDS OF COLLEGE AND HOW TO NEGOTIATE THE COLLEGE ENVIRONMENT. A SECOND GOAL FOR THE STUDENT LIFE DEPARTMENT WAS TO UTILIZE THIS FRESHMAN ORIENTATION COURSE TO ENCOURAGE AND SUPPORT A RESPECT FOR DIVERSITY. THIS GOAL HAS ALSO LED TO STUDENT LIFE UNDERSTAKING A PROJECT WITH THE FACULTY WHO TEACH ENGLISH AS A SECOND LANGUAGE TO FIND WAYS TO BETTER ORIENT AND PREPARE THE ESL STUDENT TO SUCCEED AT THE COLLEGE.

* A THIRD GOAL FROM STUDENT LIFE WAS TO SPONSOR PROGRAMS SUCH A CLUB FAIRS, WHICH HIGHLIGHT THE TALENTS, CONTRIBUTIONS AND COOPERATION OF OUR MULTI-CULTURAL STUDENT BODY. THE DEPARTMENT NOW SPONSORS, WITH THE STUDENT GOVERNMENT ASSOCIATION, A SPECIFIC CLUB DAY FOCUSSED AROUND THE THEME OF DIVERSITY.

BUILT INTO OUR PLAN WAS A COMPONENT RELATED TO OUR RELATIONS WITH THE COMMUNITY.

* THE ASSOCIATE DEAN FOR COLLEGE AND COMMUNITY RELATIONS WAS TO CONTINUE AS LIAISON TO DIVERSE COMMUNITY GROUPS AND FOSTER APPROPRIATE LINKS SUCH AS USE OF THE COLLEGE RECREATIONAL FACILITIES, CO-SPONSORING OF EDUCATIONAL EVENTS, AND NEW COURSES THROUGH CONTINUING EDUCATION. WE HAVE NOW, FOR EXAMPLE, BECOME THE CO-SPONSOR OF A MAJOR KWAANZA EVENT WHICH BRINGS A LARGE NUMBER OF AFRICAN-AMERICANS FROM THE COMMUNITY TO THE COLLEGE AND OF SEVERAL CHINESE NEW YEAR EVENTS.

SOME OF THE GOALS IN OUR PLAN THAT REMAINED AS PART OF THE OFFICE OF THE PRESIDENT INCLUDED THE AFFIRMATIVE ACTION FUNCTION, THUS KEEPING RECRUITMENT, HIRING, AND PROMOTION OF A DIVERSE FACULTY AND STAFF A HIGH PRIORITY, WITH THE AFFIRMATIVE ACTION OFFICER REPORTING DIRECTLY TO THE PRESIDENT. AS PART OF THIS PRIORITY THE AFFIRMATIVE ACTION COMMITTEE WAS EXPANDED (TO INCLUDE STUDENTS) AND GIVEN VERY HIGH VISIBILITY. THE COMMITTEE, EAGER TO PROMOTE ITS VISIBILITY AND ROLE NOW SPONSORS A DAY FOCUSING ON DIVERSITY IN THE WORK PLACE. USING THE THEME OF "NEW FACES IN WORK PLACES" THE COMMITTEE LEADS AN EXCELLENT DISCUSSION ON CHANGING DEMOGRAPHICS AND THE INTEGRATION OF WOMEN, MINORITIES AND THE DISABLED INTO THE WORK PLACE. THE COMMITTEE HAS ALSO TAKEN ON THE ROLE OF SPEAKING AT DEPARTMENT MEETINGS TO BRING AFFIRMATIVE ACTION DOWN TO THE DEPARTMENTAL LEVEL, AND PARTICIPATES IN DEPARTMENTAL INTERVIEWS. I SHOULD MENTION THAT EARLY ON IN MY TENURE AS PRESIDENT WE HAD HAD THE OPPORTUNITY TO HIRE 12 NEW FACULTY....I WAS DISPLEASED WITH THE AFFIRMATIVE ACTION PROCESSES AND THE HIRING POOL AND TOOK THE ACTION OF VETOING A LARGE PERCENTAGE OF THESE NEW APPOINTMENTS. THIS SENT THE MESSAGE EARLY ON THAT THIS WAS A SERIOUS GOAL FOR THE COLLEGE. WE HAVE JUST THIS YEAR UPDATED OUR AVAILABILITY POOL DATA AND RAISED OUR COLLEGE-WIDE GOALS FOR WOMEN AND MINORITIES.

CONCERNED THAT WE NEEDED TO MAKE A SPECIAL EFFORT TO SENSITIZE OUR FRONT LINE ADMINISTRATIVE STAFF (IN SUCH AREAS AS BURSAR, REGISTRAR, FINANCIAL AID), WE INITIATED A PROGRAM WHICH BEGAN AS A TRAIN THE TRAINER EFFORT AND SPUN OUT IN CONCENTRIC CIRCLES TO LARGER NUMBERS OF ADMINISTRATIVE STAFF. THIS PROGRAM, "CUNY CONNECTIONS" WILL EVENTUALLY REACH ALL OF OUR FRONT LINE STAFF, I.E. THOSE WHO INTERACT MOST OFTEN WITH STUDENTS IN THEIR OUT-OF-CLASSROOM CONSUMER ROLES. THE GOAL IS TO SENSITIZE STAFF TO THEIR OWN ATTITUDES TOWARD DIFFERENT KINDS OF PEOPLE AND THEIR BEHAVIORS IN INTERACTION WITH A VARIETY OF STUDENTS. IT HELPS STAFF TO EXHIBIT COURTESY, PATIENCE, TOLERANCE AND HELPFULNESS IN RELATING AND RESPONDING TO STUDENTS OF DIVERSE BACKGROUNDS AND CULTURES. THE PROGRAM USES BOTH VIDEOTAPE AND REAL LIVE TRAINERS TO ACCOMPLISH THIS END.

DURING THE FIRST YEAR OF IMPLEMENTING OUR PLAN, THE COLLEGE DECIDED TO SEEK ASSISTANCE -- AND IN EFFECT STAFFING -- FROM AN OUTSIDE ENTITY WITH A LONG TRACK RECORD IN INTER-GROUP AND RACE RELATIONS: THE INSTITUTE FOR AMERICAN PLURALISM (A TRAINING UNIT OF THE AMERICAN JEWISH COMMITTEE).

USING A MULTI-ETHNIC TRAINING TEAM THE INSTITUTE WORKED WITH THE COLLEGE TO BRING TOGETHER GROUPS OF FACULTY, STAFF, STUDENTS AND ADMINISTRATORS (BEGINNING WITH THE CABINET) TO PARTICIPATE IN WORKSHOPS AND DIALOGUE DESIGNED TO FOSTER CROSS-CULTURAL UNDERSTANDING AND IMPROVE INTER-GROUP RELATIONS. THESE WORKSHOPS SPANNED AN ENTIRE YEAR AND WERE ALSO MADE AVAILABLE TO FRESHMEN WHO SPEND THE SUMMER AT THE COLLEGE IN A SPECIAL BASIC SKILLS PROGRAM, EXPOSING THEM EARLY TO THIS THOUGHT AND VALUE PROCESS.

THIS LATTER PROCESS HAS HAD BETTER SUCCESS IN ADMINISTRATOR ATTENDANCE THAN IN FACULTY AND STUDENT ATTENDANCE -- ILLUSTRATING, I BELIEVE -- THE NEED FOR EFFORTS SPECIFICALLY TARGETTED TO FACULTY -- AND THE NEED TO INCORPORATE THESE GOALS INTO FACULTY DEVELOPMENT EFFORTS.

IN THE AREA OF CURRICULUM, THE COLLEGE SUPPORTS A CENTER FOR ETHNIC STUDIES, SPECIFICALLY RECRUITS MINORITY HIGH SCHOOL STUDENTS INTO SCIENCE AND THE HEALTH PROFESSIONS, DEVELOPS PROGRAMS -- SUCH AS OUR EVENING/WEEKEND NURSING PROGRAM -- WHICH ALLOW OUR STUDENTS TO UPGRADE THEMSELVES WITHOUT LEAVING THE WORK FORCE. WE ALSO WORK HARD AT IMPROVING STUDENT OUTCOMES THROUGH AN EXTENSIVE PRE-FRESHMAN BASIC SKILLS PROGRAM.

THE LAST HAS HAD A PROFOUND EFFECT UPON RETENTION AND HAS ALSO LED TO A NUMBER OF INNOVATIVE PROJECTS, INCLUDING A "BLACK MALE INITIATIVE." ONE ASPECT OF THE BLACK MALE INITIATIVE IS A GROUP OF 36 VOLUNTEER FACULTY AND STAFF MEMBERS WHO SERVE AS MENTORS AND ADVISORS IN OUR EFFORT TO IMPROVE THE RETENTION RATE OF MALE BLACK STUDENTS. THE COLLEGE ALSO HAS UNDERTAKEN SEVERAL MAJOR PROJECTS WHICH SEEK TO IMPROVE MINORITY STUDENT TRANSFER TO FOUR-YEAR INSTITUTIONS, BOTH PUBLIC AND PRIVATE. ON THE OTHER END OF THE SPECTRUM THE COLLEGE'S BRIDGE PROGRAM, URBAN ACADEMY AND LIBERTY PARTNERSHIP PROGRAMS WORK WITH JUNIOR HIGH AND HIGH SCHOOL STUDENTS TO IMPROVE PREPARATION, REDUCE DROPOUT, AND ENCOURAGE COLLEGE ATTENDANCE.

IN ANOTHER AREA OF STAFF DEVELOPMENT, THE COLLEGE INITIATED AN INNOVATIVE ABD SEMINAR PROGRAM WHICH SEEKS TO ENCOURAGE TENURED FACULTY, ESPECIALLY WOMEN AND MINORITY MEMBERS OF OUR STAFF, TO COMPLETE THEIR DISSERTATIONS (A PH.D. IS REQUIRED FOR THE PROFESSORIAL RANKS IN OUR SYSTEM), THIS PROGRAM HAS HELPED US TO ADDRESS THE UNDER-REPRESENTATION OF WOMEN AND MINORITIES IN THE PROFESSORIAL RANKS. IN ADDITION TO SEEING FIVE FACULTY COMPLETE THE DOCTORATE IN THE FIRST TWO YEARS, THE SEMINAR HAS BEEN SO SUCCESSFUL THAT IT HAS NOW BEEN ADOPTED ON A UNIVERSITY-WIDE BASIS.

THE COLLEGE ALSO SUPPORTS FACULTY PARTICIPANTS IN A SEMESTER-LONG SEMINAR ENTITLED, "BALANCING THE CURRICULUM FOR GENDER, RACE AND ETHNICITY." EACH YEAR THIS SEMINAR CULMINATES IN A COLLEGE-WIDE WORKSHOP FOCUSED ON THAT ISSUE. A THIRD FACULTY DEVELOPMENT EFFORT HAS BEEN THE ESTABLISHMENT OF A DEAN'S COMMITTEE ON ENHANCING PLURALISM AND DIVERSITY IN THE CURRICULUM. THIS COMMITTEE SPONSORS A SERIES OF FACULTY WORKSHOPS ON MULTI-CULTURAL ISSUES IN THE CLASSROOM. E.G. CULTURAL INFLUENCES ON THE WRITING OF CHINESE STUDENTS ANDOTHER TOPICS.

THE BMCC CAMPUS PLURALISM PLAN IS DIRECTED TOWARD A STUDENT BODY THAT IS PREDOMINANTLY MINORITY AND A TEACHING FACULTY THAT IS HEAVILY TENURED. IF OUR COLLEGE PROFILE WERE DIFFERENT, OUR PLAN WOULD UNDOUBTEDLY BE DIFFERENT. BMCC'S PROGRAM IS FOUNDED ON TRUSTEE AFFIRMATION, TANGIBLE PRESIDENTIAL SUPPORT, FACULTY AND STAFF PARTICIPATION, AND STUDENT INVOLVEMENT. BECAUSE PROGRAM OBJECTIVES ARE EVALUATED AND REESTABLISHED ON AN ANNUAL BASIS, THE COMMITMENT TO CONTINUING THE EFFORT AND SEEKING SUBSTANTIVE OUTCOMES WILL BE MAINTAINED OVER TIME.

A NUMBER OF OUTCOMES INDICATE THAT THIS PROGRAM IS HAVING A DIRECT IMPACT ON THE LIFE OF OUR CAMPUS. 1,600 STUDENTS ENROLL IN THE PRE-FRESHMAN BASIC SKILLS PROGRAM EACH YEAR; AND THAT PROGRAM IS CREDITED IN LARGE PART WITH A CAMPUS-WIDE INCREASE OF 6 PERCENT IN STUDENT RETENTION OVER A TWO-YEAR PERIOD. AN AVERAGE 95 PERCENT OF PRE-FRESHMAN STUDENTS COMPLETE THAT PROGRAM AND REGISTER IN THE FALL FOR CLASSES (VS. A 65 PERCENT SHOW RATE FOR NON-PARTICIPANTS). THIS PROGRAM INSURES, ALONG WITH OUR BASIC SKILLS REQUIREMENTS, THAT STUDENTS HAVE THE NEEDED READING, WRITING AND MATH SKILLS. OF THE SUMMER PARTICIPANTS IN THE FIRST BLACK MALE INITIATIVE, 100 PERCENT ENROLLED IN THE FALL TERM. IN LARGE PART BECAUSE OF THE PRE-FRESHMAN PROGRAM THE COLLEGE'S RETENTION RATES HAVE BEEN IMPROVING. WE NOW HAVE A FIRST SEMESTER TO SECOND SEMESTER COLLEGE -WIDE RETENTION RATE OF 81 PERCENT AND A FIRST SEMESTER TO THIRD SEMESTER RETENTION RATE OF 59 PERCENT. 223 FACULTY, STAFF AND STUDENTS HAVE PARTICIPATED IN THE MULTI-CULTURAL AWARENESS WORKSHOPS; 25 BMCC STAFF HAVE UNDERGONE "CUNY CONNECTIONS TRAINING" IN THE FIRST YEAR. BY MAY 1991 MORE THAN 75 FACULTY WILL HAVE PARTICIPATED IN SEMINARS AND WORKSHOPS DESIGNED TO DIVERSIFY THE CURRICULUM. THE VARIOUS HERITAGE MONTHS ATTRACT 15,000 ATTENDEES ANNUALLY. OF 61 NEW FACULTY APPOINTMENTS OR REPLACEMENTS IN THE LAST FIVE YEARS, 39 WERE MINORITIES AND 49 WERE WOMEN. OF 11 NEW HIRES LAST YEAR, 8 WERE MINORITIES AND 7 WERE WOMEN.

THE IMPLEMENTATION OF AN EARLY RETIREMENT PLAN HAS PERMITTED 34 FACULTY AND STAFF TO RETIRE, AND OPENED THE WAY FOR EVEN BROADER AFFIRMATIVE ACTION. OUR CURRENT ADMINISTRATIVE TEAM IS ONE OF THE MOST DIVERSE IN THE UNIVERSITY. OUR PLURALISM PLAN IS INDEED PRODUCING INSTITUTIONAL CHANGE BOTH IN AND OUT OF THE CLASSROOM.

THE KEY ELEMENT, I BELIEVE, IN OUR PROGRESS IN THIS AREA HAS BEEN THE ACCOUNTABILITY CREATED THROUGH TRUSTEE POLICY, PRESIDENTIAL INITIATIVE, AND WIDESPREAD INVOLVEMENT OF FACULTY, STAFF AND STUDENTS IN THE INITIATIVE.

WE HAVE DEFINED OUR PLAN TO STRENGTHEN DIVERSITY VERY BROADLY AND IN A WAY THAT TOUCHES ON EVERY PART OF THE INSTITUTION, AND IN A WAY THAT RELATES TO NATIONAL CONCERNS REGARDING MINORITY STUDENT AND FACULTY RETENTION.

CAMPUS PRESIDENTS MUST INFLUENCE THEIR TRUSTEES - AND THEIR CHANCELLORS IN MULTI-CAMPUS SYSTEMS - TO PROMOTE POLICIES WHICH WILL SUPPORT THEIR CAMPUS BASED EFFORTS. IN OUR SITUATION, WE AT BOROUGH OF MANHATTAN COMMUNITY COLLEGE HAVE ACTIVELY PARTICIPATED TO INFLUENCE THE POLICIES AND RESOURCES OF OUR SYSTEM TOWARD A GREATER SUPPORT OF PLANNING AND PREPARATION FOR DIVERSITY.

WE HAVE DEVELOPED PROGRAMS AT BOROUGH OF MANHATTAN COMMUNITY COLLEGE WHICH HAVE BEEN NOW REPLICATED BY OUR PARENT SYSTEM - THE A.B.D. TO PH.D. PROGRAM IS ONE EXAMPLE, ASIAN HERITAGE MONTH IS ANOTHER.

WHERE SYSTEM WIDE RESOURCES HAVE BEEN LACKING WE HAVE GONE OUT AND GARNERED PRIVATE FUNDING - EVEN BRINGING IN AND SHARING THESE WITH THE SYSTEM AS A WAY TO FUND OURSELVES AND STRENGTHEN THE SYSTEM'S COMMITMENT TO OUR ACTIVITIES (E.G. FORD FOUNDATION GRANT).

AS WE CONTINUE OUR CAMPUS BASED INITIATIVES TO STRENGTHEN DIVERSITY AND PROMOTE THE RETENTION OF WOMEN AND MINORITIES, BOTH FACULTY AND STUDENTS, WE WILL CONTINUE TO BRING TO THE ATTENTION OF THE SYSTEM THE PAYOFF IN TERMS OF OUTCOMES AND THE NEED TO REVITALIZE THIS EFFORT SYSTEM-WIDE AND PROVIDE IT WITH RESOURCES EVEN IN DIFFICULT BUDGETARY TIMES. WE ARE A LARGE UNIONIZED SYSTEM, WITH PROFESSIONAL DEVELOPMENT OPPORTUNITIES BUILT INTO OUR UNION CONTRACTS - AND IN SOME INSTANCES FUNDED IN PART THROUGH THE UNION. TO DATE THE UNION FOCUS HAS BEEN ON INDIVIDUAL RESEARCH OPPORTUNITIES FOR FACULTY - AND THIS IS INDEED IMPORTANT.

A FACULTY UNION, HOWEVER, SHOULD HAVE AS MUCH OF AN INVESTMENT IN THE ULTIMATE ABILITY OF (1) THE INSTITUTION TO TEACH AND RETAIN ITS STUDENTS EFFECTIVELY, (2) TO RETAIN AND NURTURE ITS NEWER FACULTY AND STAFF, AND (3) TO DEVELOP A COMMUNITY OF TOLERANCE AND RESPECT. I WOULD HOPE THAT IN FUTURE YEARS THESE EFFORTS WILL GARNER THE TANGIBLE SUPPORT OF BOTH ADMINISTRATIVE AND UNION LEADERSHIP.

MUCH OF WHAT WE HAVE DESCRIBED TODAY IS OF COURSE SIMPLY GOOD TEACHING, GOOD ADMINISTRATION, AND HIGH QUALITY SUPPORT SERVICES FOR CHANGING TIMES. THESE DO NOT COME ABOUT, HOWEVER, WITHOUT A STRONG COMMITMENT OF THE PRESIDENT AND THE LEADERSHIP TEAM, THE ALLOCATION OF TIME OF KEY ADMINISTRATORS, AND THE AVAILABILITY OF RESOURCES, WHATEVER THE SOURCE.

THE CREATION OF AN EFFECTIVE, CULTURALLY DIVERSE EDUCATIONAL ENVIRONMENT THAT WORKS CANNOT BE THE SOLE RESPONSIBILITY OF ONE AREA OR ONE ASSIGNED ADMINISTRATOR IN AN INSTITUTION. CHANCELLORS, PRESIDENTS AND TRUSTEES MUST SHARE A COMMITMENT TO CREATION OF SUCH EDUCATIONAL ENVIRONMENTS.

CHANCELLORS AND PRESIDENTS NEED THE SUPPORT OF INSTITUTIONAL POLICIES EMANATING FROM THE TRUSTEES; AND TRUSTEES NEED CHANCELLORS AND PRESIDENTS WHO ARE CAPABLE OF INFUSING POLICY INTO ALL THE AREAS AND THE DAY TO DAY LIFE OF THE INSTITUTION. WITHOUT THE FRAMEWORK OF POLICY, CHANCELLORS AND PRESIDENTS, PARTICULARLY MINORITY CHANCELLORS AND PRESIDENTS, WILL OFTEN BE SEEN AS PURSUING A "PET PROJECT." WITHOUT THE ABILITY OF THE CHANCELLOR AND PRESIDENT TO ESTABLISH INSTITUTIONAL RESPONSIBILITY FOR GOALS RELATED TO PROMOTING CULTURAL DIVERSITY, THESE GOALS WILL BECOME THE ISOLATED, INEFFECTIVE PROPERTY OF ONE AREA OF THE COLLEGE, MOST OFTEN THE AFFIRMATIVE ACTION OFFICER, OR, MORE RECENTLY A NEW POSITION ON MANY CAMPUS OF "MULTI-CULTURAL COORDINATOR." WHAT IS NECESSARY TO THE SUCCESS OF ANY SUCH EFFORT IS A SHARED VISION BETWEEN TRUSTEES, CHANCELLORS AND PRESIDENTS, AND THE AVAILABILITY OF TALENTED STAFF THROUGHOUT THE INSTITUTION WHO CAN GENERATE NEW IDEAS AND BE HELD ACCOUNTABLE FOR SPECIFIC OUTCOMES.

THE CITY UNIVERSITY OF NEW YORK

BOARD OF TRUSTEES

RESOLUTION ON PLURALISM AND DIVERSITY

MARCH 21, 1988

Pluralism and Diversity in The City University of New York
A Statement of Principles and Recommendations for Actions

A Report Prepared by the Council of Presidents' ad hoc Committee on Pluralism and The City University

January 20, 1988

I. Statement of Principles:

The City University of New York, as an institution in a historically diverse society, is committed to engendering values and implementing policies that will enhance respect for individuals and their cultures. Our cultural, racial and ethnic diversity -- our pluralism -- is one of our most valued, significant, and important characteristics. The City University commits itself to finding ways for all of us to work together in a productive, harmonious, and mutually supportive manner; this must be accomplished without requiring complete agreement on what is good, just, and worthy and without any requirement that we all be the same.

The student body of The City University of New York reflects perhaps the broadest ethnic, racial, and generational diversity in the United States. Our campuses have growing numbers of students who are minorities, women, new immigrants, older people, and disabled persons.

We rejoice in the richness of the student mix. We realize that in order truly to benefit from this diversity we must first ensure sensitivity to and respect for our students and the cultures that nurtured them. But we firmly believe that our commitment to pluralism must extend far beyond these responses. We must be proactive in evolving both principles and programs that not only avoid racism, agism, and other biases, but also build on the strengths that our multiethnic, multiracial, multigenerational student body offers.

In both curricular and co-curricular pursuits, we must realize that our strength lies in our diversity. Our college administrators must assume the responsibility to create an environment that respects the individual dignity of every member of the University community. Our faculty, counselors and staff must be broadly knowledgeable about and fully responsive to the aspirations and needs of a heterogeneous student body.

Our curricula should embrace an understanding of cultures worldwide; we must broaden our students' understanding of arts, humanities, and social sciences beyond the traditional Western culture courses. Our co-curricular activities should involve students not only in groups with common ethnic or racial backgrounds but also in activities that transcend differences, build bridges between cultures, and help our students understand one another.

We must continue to work to broaden the diversity of our faculty

and staff through affirmative action. We need to develop strong programs for faculty and staff development and advancement. And we must invest in our own future by expanding the pool of women and minority candidates for professorial appointments through our graduate programs.

Our community relations must link various constituencies, showing the greatest respect for all who participate. The same commitment to interracial harmony which must characterize our student, faculty, and staff activities should infuse our outreach to the community.

The City University of New York is fortunate in being able to mold new ways of building on the strength and energy of a diverse population. We cannot merely react to this situation -- we must seize it as an opportunity to strengthen our entire program as we continue our tradition of access and excellence.

II. **Recommendations for Action by the Trustees, the Central Administration, and the Campuses:**

1. The public reaffirmation by the Trustees of The City University's commitment to pluralism as:

   a) an essential value that higher education must embrace;

   b) an indispensable component of the mission of The City University.

2. Establishment and affirmation at the level of the Trustees and the Central Administration of operational benchmarks for achieving and nurturing pluralism within CUNY. These benchmarks should include references to CUNY-wide progress in achieving affirmative action goals; policies involving the recruitment of students, faculty and staff; the content of official publications of CUNY; diversity and pluralism in curricular offerings; and the quality of co-curricular activities that effectively enhance diversity and pluralism on the campuses and ensure that every student experiences pluralism.

3. The development at the level of the Central Administration of plans and procedures to provide the support necessary to establish cooperative programs between the Administration and each campus that will provide creative approaches to the management of ethnic and racial diversity. As part of this initiative, each campus would (1) develop a specific, local plan to confront racism and promote pluralism, and (2) develop mechanisms for anti-racist, pluralist interaction and cooperative projects with its immediate community.

4. The appointment of a University-level task force to review the availability of and level of support for ethnic studies and women's studies programs on the campuses of CUNY, and to assess the degree to which these programs, where they do exist, are available to all students.

5. The appointment of a University-level task force to review and make recommendations concerning the breadth of distribution of minority students across all CUNY undergraduate and graduate degree programs.

6. The establishment of a University-level task force to work with the Professional Staff Congress on a long range, funded program of faculty development for pluralism and diversity.

7. The establishment of a University-wide program to increase the number of Ph.D.'s awarded by CUNY to women and members of minority groups, and to encourage and motivate more students from these groups to pursue college teaching as a career. Key to this plan should be an aggressive effort by the University to identify promising undergraduates on the campuses of the CUNY colleges and structure their undergraduate experiences (including fellowship support) in order to maximize the probability that an increasing number of these students will become committed to college level teaching. Judicious and aggressive articulation within CUNY will also be a critical factor in this effort to ensure that students who begin their careers in one of the community colleges will have access to the relevant supports and will receive encouragement to education towards the doctoral degree.

Members of the Committee:

President Bernard W. Harleston (Chair)
Vice Chancellor Jay Hershenson
President Robert L. Hess
President Augusta Kappner
President Shirley S. Kenny
President Isaura S. Santiago
President Edward Volpe

ERIC Clearinghouse for
Junior Colleges

AUG 09 1991